

# The American TEACHER

MARCH, 1918

MAY 27 1918

U. S. BUREAU OF EDUCATION

**STATEMENT OF PRINCIPLES**

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**SELECTION OF A  
SUPERINTENDENT**

**WHY SCHOOL LUNCHES?**

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**ON BEING SUPERIOR**

**Democracy in Education  
Education for Democracy**

DO NOT CLIP  
THIS NUMBER

# Have Ye Given Them Meat and Drink?

**A**NATOLE FRANCE makes one of his characters say, "... What does it matter to me if they admire my books, since they always put into them what they admire? Every reader substitutes his ideas for ours. All we do is to tickle his imagination. It is horrible to have to furnish material for such a proceeding. Ours is an infamous profession."

Sometimes that seems to be the sole function of the journalist and the magazine writer. He becomes a purveyor of intellectual food in the same manner as the butcher, the baker and the candle stick maker provide for bodily wants—except that the candle-stick maker, or his modern equivalent, shed light upon the physical world, and the writer must be extremely careful of casting too much brilliance upon the subtleties of the mind. The intellect turns away from that which is unpalatable with the same disgust that the connoisseur rejects the meat which is not tender or the butter that lacks the proper savor. With little thought of health or sustenance we choose the dealer who can give us the most pleasing food for the financial resources at our command.

And so we ration our minds, securing the most pleasing quality of information suitable to our particular mental equipment. So the large-cap-double-leaded-sensation-loving commoner revels in *The American*. The comfortable bourgeois or capitalist turns instinctively to *The Times* and finds more comfort therein. The bit-

ter-end-spurlos-versenkt-make-the-eagle-scream-super-patriot feeds his hate with *The Tribune*. The proletarian class war Marxian has his *Evening Call* (when the post office lets him get it). The quiet liberal thinking intellectual reads *The Evening Post*. Some of us, and let us be modest in saying that we, the editorial and personal WE, read all of them. We like a balance diet. Perhaps being so closely touched by the situation, we wish to make

the profession of the writer a little less infamous by wearing the hair shirt ourselves and refusing to have our imaginations tickled.

**THE AMERICAN TEACHER** has tickled some imaginations and confounded others. It claims no exception to the individual and social psychology just set forth. However, there are differences. Far from being an infamous profession it is no profession at all;

it is an indulgence, and as some can testify, a costly indulgence. And like all indulgences, it is born of an overpowering instinct which can be satisfied only thru expression. But if the result is merely to tickle and confound imaginations, cui bono? Because of the hope that it will kindle imaginations. Because of the belief that there are abroad in the world souls hungering and thirsting, perhaps unknowingly, for the meat and drink of democracy, not lip-service democracy, but democracy of the spirit, of all that means life and hope to human beings. When we have nothing more to give and when there is no one who would care to receive it if we had it, then we shall cease to write; but in the meanwhile, you who read this, are you sure that there are no more imaginations to be kindled or hungering and thirsting souls to be satisfied? And are you helping to satisfy them?

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# The American Teacher

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MARCH, 1918

One Dollar a Year

## Notice to Teachers

Any teacher who has ideas which he would like to present for the consideration of other teachers, is hereby urged to write for *The American Teacher*.

The Editors

## The Statement of Principles

**T**HE most important communication that we have printed in many a day is the one embodied in the "Statement" issued by the Executive Council of the American Federation of Teachers, and appearing as the leading article in this number. Teachers who are not yet in the union movement and other citizens who are curious to know how constructive radical teachers stand on the issues brought out by the war should read this article with especial care. If they have had any doubt in their minds as to the loyalty of these same radical teachers, let them be assured that this statement of principles is truly representative of the conviction of the rank and file of forward-looking teachers associated with the movement toward democracy in the field of education and of their attitude toward world democracy. If the critics of radicalism in general are still doubtful, it may be because they recognize in the teachers' movement as portrayed in the statement an unexpected and ominous challenge. If the critics are wise, they will begin to examine their own relations to the world movement, and prepare for the inevitable.

## The Carpenters of Scranton

**T**HE teachers of Scranton, Pa., for a long time have been dissatisfied with their pittance of \$55 to \$75 a month for a ten-month year. They have made numerous appeals for an increase without re-

sult. Recently the Lackawanna County (Pa.) suffrage association petitioned the Board of Education of Scranton to increase the salaries of the teachers. The *Scranton Times* of February 12 recorded the fact that the petition of the suffrage association was received by the Board of Education, and after discussion a vote was taken and the petition placed on file.

In January the carpenters who work for the Scranton Board of Education came to the conclusion that a demand for increase of wages should be made. They wrote no letters, made no appeals, and no organizations of citizens presented petitions in their behalf. They merely ordered their business agent to go to the Board and tell the members what they wanted.

It is reported that when an explanation was asked of the President of the Board of the action of the Board in granting the carpenters an increase while denying it to the teachers, he replied, "Why, they sent their man down from the Union, and he said the men had to have it."

The Scranton teachers are beginning to see the point, and so should others.

## The Price of Coal and the Longer Day

**M**ORE than once have we suspected a concurrence of thought waves from two apparently disconnected sources,—the manipulators of business and the administrators of education. Many of us will recall that in the Autumn of 1916 anthracite coal could be purchased by the consumer at the Atlantic seaboard for about \$6.50 a ton. Three or four months later a terrific shortage of something or other was upon us, and the price of coal jumped to about \$13.00 a ton. But we paid the price without any more than the usual objection. After a little while the

price began to return toward the normal, but it stopped somewhere between \$9 and \$8. We were so glad that it was no longer \$13 that we failed to realize clearly that the price was still about \$2 a ton more than it was before the big jump.

Several years ago in the educational system of New York City the high school day closed at 2:30 P. M. Later when the high schools became overcrowded, the plan of double sessions was adopted in some of the high schools. Somewhat later still, the Gary system loomed menacingly, and seemed to foredoom a permanent arrangement of overlapping double sessions. The administrators were successful in persuading the high school principals that a day ending at three o'clock, with seven periods instead of six, was preferable to the Gary plan. After that increase there were other reasons at hand. One was the demand for more time to do the work of the school properly. For these reasons the day was increased to seven hours or eight periods ending at 3:45 or 4:00.

This was just a little more than we could stand; even the worms turned. Now we have gone back to the seven period day, ending at three o'clock, and incidentally the Gary system no longer menaces. But we are so thankful that we are free from the seven hour or eight period day that the six period day has all but passed from our minds. Thus coal barons and educational administrators think some of their thoughts in common.

## Patriotism

THE teachers of New York and Chicago have just heard a series of talks by exchange speakers. In order to bring the teachers and speakers together the New York Board of Education sanctioned the closing of the schools for a large part of each day during the whole week beginning March 18. During the free time the teachers assembled in school auditoriums in appointed localities.

The New York end of this arrangement began in anything but an auspicious manner. The only member of the Board of Superintendents who seems to have been consulted is

the Acting Superintendent of Schools. The Board of Education decided the matter, and apparently approved the somewhat injudicious statements of the Acting Superintendent as to the lack on the part of teachers of "patriotic emotion" and "national feeling." Too late not to leave a bad taste it was denied that there was any intention to assert any deficiency in patriotism in the teaching staff. In view of the fact that thousands of these same teachers have given an immense amount of service in furthering bond sales, in aiding Red Cross work, in assisting draft boards, and in promoting the movement for summer service, the statement of the Acting Superintendent comes with particular ungraciousness.

Naturally, we expect that the war will make encroachments on the regular work of the schools, as well as upon many minor matters of personal preference. But we should still be permitted thru our professional representatives, the Board of Superintendents, to discuss the issue of giving up a considerable part of a week after the loss of many days on account of the fuel shortage, not to mention the issue of inviting demoralization in the schools for the whole week.

When Professor McLaughlin of Chicago University asked the teachers in one of the lectures whether they wanted all the thinking done by the select few, we take it that it was just this kind of imposition of wisdom from on high that he was condemning. In the phrase, "Democracy as suggestive of responsibility", he summed up the idea which we believe in so fervently but have so little opportunity to work out in practise.

Now that the series of lectures is over we can afford to forget the manner of their introduction in the appreciation of the opportunity of being inspired by Professors McLaughlin, Soares and Rall. While conserving the day for our children, we should have been happy to have spent all of our after-school time in meeting these men. The keen analysis, the deep insight, the humanitarian outlook were a tremendous stimulation. We rejoice that it was from *teachers* that a great message came.



## Union vs. Servility

**D**URING the income tax year 1916 7,925 millionaires were made, making a total of 22,696 millionaires for the United States. If the war continues for another year and with it the profiteering, the United States will have about 40,000 millionaires at the close of 1918. Last year the war profiteers made hundreds of millions of dollars. When George Baldwin, chairman of the American International Corporation, which is building the Hog Island shipyards, was questioned by Senator Johnson, he said that his corporation had made \$6,000,000 profits and admitted that you cannot keep a corporation alive on patriotism: you must have dividends. Yet when the carpenters asked for \$6.60 a day, they were called traitors and pro-Germans.

When teachers, in their vain endeavor to keep pace with the rising cost of living and the added drain on their resources by patriotic demands of all kinds, asked for a salary increase, it was intimated that their demands were unpatriotic. It is patriotic for the poultry trust to rob the citizens of New York of millions, but it is unpatriotic for a teacher to ask for more than \$14.75 per week as an initial salary. It is patriotic for Swift & Co. to make an annual net profit of \$34,650,000, of which \$10,000,000 was paid out in dividends, or of Morris & Co. to double their profits at the citizens' expense, but it is unpatriotic for teachers to ask a living wage. It is patriotic for the food manipulators to tax the residents of New York untold millions, but it is improper for teachers to have the tax rate raised one-tenth of one per cent in order to restore a part of the purchasing power of their dollar.

Food prices soar, clothing mounts in price, rents steadily advance, shoes become prohibitive in price, and yet teachers' salaries in New York and some other cities remain stationary. What is the remedy for this startling situation? The same as that employed by other workers who succeeded in getting salary increases. Join the Teachers Union to the tune of 10,000, vote as a unit and your demands will be looked upon as just and nec-

essary and not as unpatriotic. What's in a name? In the name Union is embodied decent working conditions. In the name Union is embodied self-respect and opportunity. In the name Union is embodied your intellectual, moral and economic salvation! Union or Poverty? Union or Stagnation? Union or Servility? Which shall it be?

## Suspect

**H**ILAIRE BELLOC has an interesting theory of the reason for the continued and not yet ended antagonism between the French democracy and the Catholic Church. Instead of finding its origin in an inherent conflict between two ideals which cannot coexist among the same people, he discovers it in a fortuitous circumstance which placed the religious organization, for no reason having the slightest relation to the theory of democracy itself, in opposition to the political spirit of the people.

Religion was suffering a temporary eclipse. The church organization was wealthy and constituted the only source from which taxation could draw the money of which the country was badly in need. On the supposition that the whole religious body was moribund, the National Assembly passed an act in 1790 bringing it under civil control and requiring each of the priests to swear allegiance to the state. "This Civic Oath, which is sometimes used as a bugbear in the matter, was no more than an engagement under the sanction of an oath that the bishop or priest taking it would maintain the new regime—tho that regime included the constitution of the clergy; the oath involved no direct breach with Catholic doctrine or practice. . . . Nevertheless, no Catholic priest or bishop or layman could take that oath without landing himself in disloyalty to his religion."

The result was that many priests, thoroly loyal to the new regime, did not take the oath. The National Assembly first discontinued their stipends and then declared them "suspect." "The word 'suspect' is significant. . . . This word which carried no material consequences with it, was one that might cover a threat of things worse than regular

and legal punishment." And thus there has been dissociated for more than a century the ideal of democracy from the religious fervor which might have carried it to heights unknown.

Whether Belloc's interpretation of this particular phase of the Revolution is correct or not need not detain us. The principle is clear and the probability significant. In fact, so clear is the principle that we do not lack for an illustration. In 1917 the Educational Assembly in control of a school system deems it necessary in order to assure itself of support of the government to demand of its subordinates a pledge. The pledge involves no direct breach with patriotic or pedagogical doctrine or practise. Nevertheless no teacher can, because of the manner of presentation, sign the pledge without landing himself in disloyalty to his ideals of democracy. In order to avoid misconstruction being placed upon his act he signs the pledge and then signs a protest against having been compelled to sign. He is thereupon called before a committee of the Educational Assembly to justify himself, and is thereby rendered "suspect." Some of the teachers are singled out and are dismissed from the service because they have not been noisily engaged in furthering the new regime. More than that, because they have not sanctioned the reactionary acts of the autocratic Educational Assembly—the Committee of Safety of the Reign of Terror.

Martyrs there must be and sacrifices will come. Let them pass. God is in His heaven. But what of the future? Is the New Regime, Democracy for the World, international peace and brotherly love, to be linked up for centuries with the bitter opposition of those whose individual ideals are democratic, peaceful, and lovable? Is a Board of Education, in its lust for power and its love of adulation from those above, to antagonize the spirits of those whose enthusiasms are more potent and pure than those of the Board itself? In his love of power and his monopoly of righteousness, is a Superintendent to render his professional heirs "suspect," and thereby dam up those sources from which alone can spring the very Democracy the

whole world is fighting for? We pause for a reply. Is he?

## Confessions

EVERY month I try to give each teacher some helpful criticisms. I try to suggest something to do that will be worth while, that will contribute to the improvement of the work. And I have accumulated a number of standard formulas.

I used to call attention to the appearance of the blackboards and of the floors. These seem to be going pretty well now. I used to say to them, Be careful to modulate your voice. Perhaps teachers have better voices now; perhaps I am becoming accustomed to them. At any rate, I seldom mention the voice. I used to remind them that the recitation should begin promptly; I forget to refer to this. I have come lately to speak of other matters.

I tell the teachers they ought to read more; they do not seem to realize that altho the chief mountains and rivers of the various countries remain about the same as they were years ago, the populations and governments and industries are constantly changing. Of course they have to depend upon their geography books; but the newspapers, and even the almanacs, manage to keep ahead of the geography books. Much of the "science" the teachers foist upon the children would be repudiated by college freshmen today.

I tell the teachers they ought to get out more and become acquainted with other kinds of people. They ought to get acquainted with the problems that are troubling the poets and dramatists and novelists. They do not seem to realize that the classic novels which most of them read, like the extremely popular novels, are either behind the times or evasive of the problems of the times.

I tell the teachers that they ought to think more. After all, you are not going to make the children think unless you do a little thinking yourself. There are so many problems

to think about, so many problems that interest the children and their parents. But the teachers do not seem to realize that they have any responsibility in helping with their thought.

But I am afraid I am asking too much. I know very well that it is impossible to keep abreast of the several specialties. I know that it takes much energy to keep merely in sight of the newest thought in psychology and scientific pedagogy. I know that the teachers have concerns outside the class room, that they have their own aspirations and their own destinies. I know that the work of the school is not joyous and stimulating; it is irritating and depressing, and exhausting. There is no incentive to think; there is every temptation to become mechanical and perfunctory.

I don't know what to do. Every part of the system depends upon every other part. We cannot lift ourselves out of the system and still remain part of it; it is a vicious circle. There is needed a common purpose to arouse a common enthusiasm. Instead we have petty and dividing jealousies and suspicions. Will better salaries help? Will smaller classes help? Will lighter programs help? Will inspiring leadership help? Will democracy, cooperation, mutual confidence and mutual respect help? I don't know. I know only that as a supervisor I see my best efforts neutralized in a hundred crude and insidious ways. I have not succeeded in breaking up the vicious circle.

### Master-Servant Relation

The most dangerous aspect of the tyranny of the employer is the power which it gives him of interfering with men's activities outside their working hours. A man may be dismissed because the employer dislikes his religion or his politics, or chooses to think his private life immoral. He may be dismissed because he tries to produce a spirit of independence among his fellow employees. He may fail completely to find employment merely on the ground that he is better educated than most and therefore more dangerous. Such cases actually occur at present.

### THE RUT

Nothing is harder than to abandon the comfortable home (whether one's own or of some conventional design), built of prejudices, assumptions, fixed beliefs, habits of thought standards of value, rules of life, in which one had looked forward to living in peace for the rest of one's days. Yet the sacrifice must be made, or the comfortable home will become a prison, and may at last become a tomb.—Edmond Holmes, In Defence of What Might Be.

### The Rainbow

The science, or pseudoscience of pedagogy stands today where medical science stood before the germ-theory of disease had established itself as sound doctrine. Ignorant as we are of what human nature really is, and reluctant as we are (partly from indolence, partly from the blindness of our ignorance) to undertake the Herculean task of determining the equation to its curve, we comfort ourselves with the assumption that there is no such thing as authentic human nature, or "true manhood"; and instead of helping the child to realize the true ends of his being, to become what he has it in him to be, we assign to education the task of directing his education towards ends which we, his seniors, are pleased to regard as desirable for him (and perhaps also convenient for ourselves).—Edmond Holmes, In Defence of What Might Be.

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# The American Teacher

## A Statement of Principles

By the Executive Council of the  
American Federation of Teachers

**B**ELIEVING that explicit statements of position on national and international problems will make for the unity of national purpose which is essential both for winning the war, and for the reconstruction of a new world after the war; and being aroused by the disquieting symptoms of the threatening cross-currents of purpose, even among those equally determined to win the war, the Executive Council of the American Federation of Teachers sets forth the following:

1 Undivided support is pledged to President Woodrow Wilson, not alone as the constitutional national leader during a national crisis, but as the proved spokesman and interpreter of American spirit and thoughtful opinion.

2 Without discussing the immediate causes of the World War, it is clear that the world is being remade, and that more democratic forms of society are to replace the old. Powerful constructive forces are at work thruout the war's grim tragedy. Peace when it comes will witness a readjustment of every form of human activity to conform to a higher standard of justice and freedom. In all this, Woodrow Wilson stands preeminently as the prophet in a high place.

3 The campaign for Universal Military Service seems to us a peculiarly dangerous attack on the policy of the administration. If universal military service proves necessary to win the war, that will be another question, but that is not the contention of its present advocates.

If the power and desire of Germany for military aggression are not broken, then indeed the world becomes an armed camp, and America must adopt drastic militaristic measures. But we are confidently and grimly determined to win, and to establish a league of nations which will free all peoples

from the waste and burden of competitive armaments. We must even then take measures to supply our full quota of an international police force, but the necessary strength of that force cannot be prejudged before the terms of peace, the temper of peoples, and the degree of responsibility of governments to peoples after the war are known. To adopt universal military service now is to discredit our President's demands for disarmament, anti-imperialism, and a league of nations, and we fear that reactionary hostility to our President's liberal policy is the real motive actuating many of the powerful interests behind the campaign for universal military service. Let us utilize our cantonments for universal training for civic service after the war so that we may permanently achieve a sense of social solidarity. But let us prepare for the reconstruction of a new world after victory, and not deliberately offer to America a foretaste of the bitter fruits of defeat before she has begun to fight.

4 Democracy is the goal. There must be no diversion from its pathway. All who believe in it, every organization favoring it, every forward-looking person must rally in the campaign for its attainment. Enemies there are, even in our very midst, who would betray us—those who seek Privilege, or would conserve everything of the past, those who would derive gain in the midst of immeasurable sacrifice, those who oppose the advance of Democracy anywhere, those who would bring confusion by setting up class, racial or religious prejudices, those who inject doubt and fear into the public mind—all for personal advantage, not as alien enemies, but as Americans, not those desirous of American military defeat, but of the defeat of American and world democracy.

5 In Labor's hands rest both the decisiveness of our victory, and the kind of



world we shall live in, and the kind of life we shall live, after the war. The line between producer and parasite is daily being drawn more definitely, and those who work with hand and brain are in all democracies aligning themselves with Labor. The British Labor Party has met the challenge of leadership in the reconstruction with a carefully formulated program that reassures by its sanity as much as by its radicalism. For in these days of the passing and birth of civilizations, while all radicals are not sane, all sane men must perforce be radicals. And American Labor, even now handicapped as British Labor has not been for fifty years, is proving the most effective democratic force in our national life.

6 This has been called a schoolmaster's war. And certainly the super-patriotism and "regimented docility" of the German people could have been developed only by the German school system, carefully designed to make unthinking obedience implicit in the ninety per cent, and to train the remaining ten per cent in a quasi-leadership instinctively subordinated to authority. Without this subversion of childhood and youth, even Prussian universal military training could not have transformed the German masses into brutalized automata.

The German object lesson should force America to focus her attention on her schools. To make the world safe for democracy, our schools are secondary only to the winning of the war, if they are not primary in that. Even now many leaders of national influence urge the teaching of a strident nationalism as opposed to internationalism, rather than of a sane nationalism as the basis of the internationalism which is the hope of the world. The generations may grow up actuated by a sympathetic understanding of other peoples, or by an embittered hatred—the schools will decide, and on their decision hangs future peace or war.

The schools must also consciously specialize in training for that most complex and difficult of all human activities, self-government. One need only to look at the spectacle of misgoverned American cities to realize

how lamentably we have failed in the past. We are failing largely because we are starving our schools financially, and almost ignoring them as communities. Surely one of the compensations for the sacrifices of this righteous war, must be a quickened sense of social values finding its most important outlet in an educational revolution which will establish in America's schools, "Democracy in Education: Education for Democracy."

CHAS B STILLMAN, *President*

C C WILLARD, *Secretary*

Chicago, Ill, March 13, 1918

This is the hour of a world decision; the greatest crisis which ever has confronted mankind.—*Upton Sinclair.*

## Bardeen Sees Thru It

Report on an evening at the Convocation of the University of the State of New York.

It was not only a great but a distinguished audience and Dr VanDyke swayed it at his will. Personally we did not like the address. We have heard Dr VanDyke before, at the University Club in Syracuse, at his own church on Fifth Avenue, at the Sorbonne in Paris, never with conviction, always with the feeling that he was thinking of Henry VanDyke first, of his subject second. But this evening we particularly disliked his tone. We prefer to leave all the *Gott strafe* kind of talk to the Germans. It is unfitting that an academic audience should be roused to frenzy. Autocracy must be crushed at any sacrifice, but it will be done by determination, not by denunciation. The address was intemperate, calling names instead of pointing out as the subject proposed the fundamental defects in German education.

All this is our personal opinion, but we do not dare express it because we should be in a minority of one. Men and women applauded till their hands ached, and laughed and almost shouted. It was a phenomenon to see so great an audience so completely subject to a speaker. Dr VanDyke in his red Oxford robe over his natty evening suit with his foreign decoration on his lapel was flushed with his success, and enjoyed it to the full, as well he might.

# The Selection of a Superintendent of Schools

HENRY R. LINVILLE

President Teachers Union

SOME well qualified person, probably no one yet knows who, let us hope will soon be elected Superintendent of Schools of the largest educational system in the world. In this City of New York there are 800,000 children and 22,000 teachers. The chief educational officer of this vast public organization has a correspondingly great responsibility, and under conditions of general public enlightenment it should be possible for the school system to be under the leadership of the ablest educator of administrative capacity that the country has developed. It would indeed be a deplorable calamity if the chief commercial city of the nation should by the selection of a mediocre superintendent of its schools mark itself before the other cities of the country as being indifferent to the character and attainments of the person who holds so important an office. There is an effective way to prevent so great a catastrophe, and that is for organizations of citizens to arouse themselves to action in support of the Board of Education in its expressed desire to obtain for the city the best educator for the position of superintendent that can be found.

Great as may be the temptation to put forward one candidate or another according as he may appear to have the powerful support of particular bodies of citizens, it is obvious that we need objective standards for superintendents in order to protect the schools against the subjective enthusiasms of those who seek to use the schools for promoting personal ambitions or group aggrandizement. The desire is genuine on the part of all good citizens to keep the schools free from politics and the teaching of religious creeds. Let us be equally zealous in cooperating to stay the hand of powerful groups that may seem to cohere thru political or religious affiliations, and by determining appointments in public education threaten

the stability of our democratic purpose.

No less menacing than social groups with selfish or narrow ideals of civic interest is the existence in the field of education itself of a static entity composed of educational officials that appears to find its greatest security in the maintenance of autocratic standards of administration and professional discipline. Custom has ordained that out of this group of educational officials and from that portion of the rank and file deriving its ideals and inspiration from superiors *as such* shall come all those who administer education. Thus, the stimulus for creating and applying to high educational appointments the new objective standards that will fit in with the growing importance of education in an age of democracy, must come from intellectually outside sources that have barely begun to contribute thought to educational progress.

First of all, New York City should have as superintendent of schools an officer who is able to show from his previous administrative record and practise as superintendent or principal that he comprehends the spirit and social purpose of democracy as we are beginning to understand it in political government today. Education cannot afford to lag behind government in teaching and practising the rights and duties of man. This qualification must now be considered primary. In no other way can education put itself in the position of leading in social progress, for the people are in earnest about this war for democracy.

In education there are already elemental movements in democracy. These are present in New York as in other cities. The new superintendent must be able to recognize them and to assist in their coordination and their social discipline. The only positive indication that he would be able to recognize the elements of democracy and to coordinate

them as superintendent would be the fact that he had done so in subordinate positions. Such is the "practise test" of the examination for teacher's license adapted to the purpose of selecting a superintendent of schools.

As proof that candidates for the position of superintendent of schools understand the spirit of democracy in education they should be required to submit evidence of having practised the method of democracy. This method would be involved in such acts as having taken steps to encourage initiative on the part of teachers, having pointed out to teachers the fact that the collective and organized thinking of all would tend to render more effective the policies of the entire educational system, and, indeed, to determine those policies, and having stood for the principle that able men and women sincerely devoted to the cause of education should be searched out and permitted to work in the places best suited to their ability, and not punished by banishment or transfer for criticizing the policies of the educational system—the people's educational system.

As additional proof of knowing the method of democracy, the candidates for this position should be able to point to a record showing how they have conducted educational experiments involving the improvement of the preparation of children for adult life in a democracy. They should be able to show that these experiments had been conducted with scientific care, in practical co-operation with the teachers who did the work, and with the public that supplied the social backing for the undertaking.

The new superintendent of the schools of New York City should of course have to his credit some work of creative scholarship, at least in the specialty of education, for we have passed the time when a superintendent can expect to maintain his standing among scholars, who may be teaching in the same educational system, by relying on the evidence of mediocre scholastic attainments. The practical value to a superintendent of a record of creative scholarship would lie in the additional hold his leadership would have on the minds of the teachers thru the proof

of ability of that kind. Democracy requires this leadership in scholarship, as it does in administrative skill, in intellectual ability, and in character.

If an able superintendent with the capacities suggested here were to be selected by the Board of Education, it would be a mistake to suppose that a new era in educational practise in New York would thereby be assured. It would also be unfair to the superintendent to appoint him and to demand that he be held responsible "for results." His appointment if carried out as part of a plan of democratic regeneration would involve far-reaching changes in the administrative staff as it now exists, as well as a thoroughgoing change of administrative ideals. But this would present a difficulty of relative unimportance in view of the vast transformation of autocratic Russia and the contemplated regeneration of Germany itself, the very fountain head of autocracy.

Every organization of public-spirited citizens, and especially every organization of teachers that prides itself on standing for the highest idealism of the teaching profession, should hold together and exert its influence in the positive interest of the schools in this important matter. Let us extend the battle for democracy into education itself!

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This is the Official Organ  
of the  
American Federation of Teachers  
(Affiliated with American Federation of Labor)

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# Why School Lunches?

ELLA GROSS

ASSISTANT PRINCIPAL, P. S. 43, BRONX, NEW YORK.

**W**HENEVER a question of public improvement, such as this of instituting lunches in our public schools, arises, the community automatically divides itself into three groups—the passionate few who are trying to pass the measure, the great number who come from Missouri and demand to be shown “why,” and the far vaster many who hold up their hands in horror and cry “paternalism.” In the case of school lunches, paternalism means the danger of pauperizing the children.

The last objection must be met first, for if there is any likelihood of the lunches being managed in such a way that the children will be pauperized, then away with the plan. There are however two simple ways in which this phase of the problem could be met. We might insist that the receipts **must** cover the expenses. Buying on a large scale combined with expert and efficient management would no doubt bring this about. Or we might regard the entire matter of lunches furnished in the school from the same standpoint as we regard the furnishing of paper, pencils and books without charge. There would then be no question of pauperization. Perhaps we are not yet advanced enough to insist upon this point of view but no doubt the future points that way.

Let us therefore return to the former solution, namely that of meeting outlay with income. Even tho the price of the lunch be nominal and exceedingly small there will inevitably be some children who will not be able to pay. These are the very children we are in danger of pauperizing. We must insist that each school handle this problem in an expert way with the assistance of the visiting teacher or some other trained investigator. Under no circumstances should this part of the work be left to the principal or teacher. Each case of a child who cannot afford to pay for the lunch should be set-

tled without the cognizance of the school. Not even the teacher should know that so and so receives his lunch gratis. Thus the self-respect of the child can be maintained before his classmates as well as his teacher and the danger of pauperizing him will be reduced to a minimum.

Now for our friends from Missouri who ask us “Why this new and strange departure, school lunches?” There are three potent “why’s” and the first of these is our children. Each and every child, rich, poor or just plain middle class, will gain immeasurably. Statistics are at hand to show the remarkably large percentage of undernourished school children. Physicians and nurses, men and women scientifically qualified to give an opinion tell us that the condition of our undernourished children will be greatly relieved if the school furnish a wholesome and appetizing lunch. They assure us that there will be a marked improvement in the health of the children and therefore a corresponding improvement in the work they do.

For those who doubt that work and conduct improve as a result of at least one good meal a day, the case of a family in our school may be cited. There were nine children, all boys, six of whom attended school. When they first came, one child after the other was reported to me for inattention, laziness or misconduct. Seldom did a day pass that one or another did not grace an office door. The penny lunch system was installed and all these boys received tickets. Within two months there was a marked improvement in every one of them. They began to show that they could control themselves and they did better work. Talking to them was no longer wasted effort, it brought results. What is more pitiful than the spectacle of hungry or ill-fed children trying to cope with tasks which able-bodied healthy children find difficult and strenuous! Think of the unneces-



sary pain, unnecessary discouragement, unnecessary failures, and above all of the bad effects of these three upon the mental and moral makeup of the citizens of to-morrow! Who can question the value of the lunches provided they can be shown to improve the health and morals of our children?

But not only the health of the child will be benefited. There are several distinctly educational opportunities for them in the lunches. They will unconsciously absorb an appreciation of food values. They can be trained to eschew foods of doubtful value such as tea and coffee. They can be trained to demand simple, wholesome foods. In a nation of notoriously unwise eaters what phase of education is more important? Nor can we afford to ignore the social training at the table. Right there the children will receive a kind of education not readily given in a class of fifty. Child will educate child. The give and take of laughter, talk and jest are a much needed kind of education, one indeed that all of us teachers are deploring our inability to give. All of us realize the desirability of being pleasant and agreeable table companions. The child, ever ready to recognize and to imitate, will not need guidance to make him take the step from appreciation to imitation. No thinking man or woman can conscientiously acquiesce in depriving our children of these three educative features of the school lunch.

In addition to the considerations of health, conduct and education there must be urged the numerous cases of actual need. There are the children whose mothers go out to work. Alas, they are a sad and sorry army! What can they do? They can take sandwiches or they can buy something, wisely or unwisely, at the grocery, the bakery or the candy store, or they can go home to the empty home and get something out of the ice-box. All of these are highly undesirable. Then there are the children who live too far from the school to go home for lunch. They are in the same predicament as the unfortunate mothers who go out to work. Inclement weather presents the problem to all

the children. These last mentioned groups are just as vitally interested in school lunches as the underfed children. In fact they are the very ones who soon become the undernourished and ill-fed cases. No thoughtful and socially-minded citizen can refuse to alleviate the condition of these children.

The children come to you, who question "why?" with the threefold plea of health, education and necessity. Their mothers come with the second potent "why?" The mother who goes out to work is in an unenviable position for when she has completed one full day's work she goes home and does another day's work. Thus her every day consists of two in one. We cannot here inquire into the economic conditions which force a woman to this heroic task but we can endeavor to alleviate her worries. We can take full charge of her child during lunch hour as well as during school time. We can give her the comfort of knowing that her child is eating a wholesome, hot meal in a comfortable room with his classmates and friends.

Then there are the mothers who do not keep help and consequently must always be at home at lunch time. How often they would profit by a day off! They would make better and more joyous mothers if now and then they could get away from it all and go shopping or visiting. The mothers who suffer are the conscientious ones who insist that the children be properly fed. That one hour would make a holiday possible. At ten or eleven the house work would be finished and she would have four or five hours of freedom. Or there is the mother who has an infant to take care of. Many a baby never gets out into the air and sunshine because mother must be at home to give the children lunch. The extra work and the late hour of finishing indispose her to the effort of going down to the street. Remember, she must be home again at three to receive the children and that then she must start with the evening meal. To many this plea for the mothers may seem trivial but nevertheless it is an important one, for school lunches would prove a tremendous boon to the great ma-

jority of mothers for this very reason. When the penny lunches were served in our school many mothers took advantage of the opportunity to get out of the rut of housework by sending the children to school for lunch and they were not the only ones to be pleased. The children regarded it as a great treat.

If the school lunches prove to be of all these advantages to the children, and physicians, nurses and teachers tell us that they

will, and if they will give the mothers peace of mind and some freedom from everlasting grind, then the question of benefits to the individuals will ultimately affect the entire community. If we accept the "why" of the children and the "why" of the mothers, the "why" of the community necessarily follows. These constitute the three potent "whys" which no thinking man or woman can any longer afford to disregard.

## On Being Superior

**I**F educational wares could be sold over the counter at so much per unit, the question of superiority would never arise. The best salesman would be he who took in the largest amount of money. We may set up standards of scholastic achievement for the pupil, but can we do it for the teacher? Can we measure the citizen-value of each pupil whom the teacher has taught, and if we can, is it possible to wait until he has made his mark before passing judgment? Out of the desire to measure efficiency and stimulate to greater efforts arises the Declaration of Superior Merit. Its possibilities for other purposes develop from practical administration.

On November 3, 1917, the High School Principals' Association of New York approved of certain standards upon which pertinent comment may be made.

1 *In order that a teacher may receive the award of Superior Merit, his work should be higher in degree than merely good, that is B plus or A.*

2 *His work must possess merit.*

Of course, it is obvious that here no standards are set up at all. "Good" or "merely good" is purely subjective and what may be good for one supervisor may be merely good for another. But we proceed, the first two points are merely introductory.

3 *He must show amenability to authority.*

Here is something to bite on. "Amenable"

has two distinct meanings, first, "liable to be called to account; liable to answer formally; subject to jurisdiction or authority," second, "willing and ready to submit; tractable." "Tractable" means "easily led or controlled; manageable, docile; governable." So it is easy to conceive of two principals agreeing thoroly upon the standard of amenability to authority, whereas in practice the one would simply hold the teacher for certain tasks to be performed, a kind of accounting that is necessary in any well organized community, while the other would regard as superior only those who are easily led or controlled.

(3 Continued) *He must exhibit sympathy with pupils and ideals of the school.*

Yes, sympathy with pupils. That is all-important. The teacher must understand them for what they are; he must remember that they are not yet adults; he must never be brutal; he must never move them around as pawns. The question arises, What shall we do when those in authority do not have this sympathy, when they are brutal, when they would make automata of the pupils? Shall we remain "amenable to authority" or shall we be "sympathetic with the pupils?" Suppose the ideal of the school is Prussian, is autocratic? Then whose ideal is to prevail? Suppose the teacher sets above the ideal of the school the ideal of American democracy? Suppose his loyalty is to goodness, beauty and truth, instead of to the Prussian principle of which President Wilson says, "Prussia is above all

things else, a military state, trained to the compact order and instinctive obedience of a strong monarchy?" This is not an academic question; the situation has arisen. What shall we do?

(3 Continued) *He must reveal professional interest shown by reading, intelligent discussion of educational topics, attendance at professional meetings, or participation in department conferences as a student of the methods of the subject and marked willingness to cooperate.*

We heartily agree. The only difficulty arises when the professional interest of the teacher is so great that the intelligence of his discussion transcends that of his supervisor; then the clash of ideas may seem to show marked unwillingness to cooperate. It has even come to our attention that because one teacher knew a great deal more about books than did his supervisors the misunderstanding became so great that the teacher was dismissed. That is, the teacher was dismissed. Of course. Otherwise what would become of amenability?

4 *He must reveal powers of discipline exercised within the classroom and without and making for self-control. He must possess a sense of perspective.*

Self-control certainly. Sense of perspective, yes, but it does make a difference whether the vanishing point is in the past or in the future. And it may mean all the difference between the man who is honored by being made assistant to the principal or the superintendent and the man who is "subversive of discipline" and dismissed.

5 *His use of English must be habitually correct, his records correctly kept, and promptly submitted.*

For the proper training of the pupil and the efficient running of the school these are absolutely requisite. There is the problem of the teacher excellent in many respects but who is temperamentally lax in the matter of records. We think the problem not so difficult, provided we do not forget the psychological incentive we use for pupils. There is the attitude of *wanting* to help those whom we respect and love. And principals have been known to win the respect and love of their teachers.

6 *Standards of eligibility to a Declaration of Superior Merit for the 12th year*

*should be distinctly higher than those of the 9th year.*

Assuming the correctness of the standards set up for the 9th year approval, just how much more is to be expected in the 12th year? Or, putting it the other way, what may be overlooked in the 9th year? May the applicant receive approval if he is not amenable to authority once in a while? May he be ten per cent unsympathetic with his pupils? May he let a few ideals of the school go by the board? May he sometimes put his conscience above the will of his superiors?

7 *He should maintain friendly relations both with the students and with his colleagues.*

If a colleague is a liar and a scamp, must friendly relations be retained?

8 *Supervising officers whose testimony is taken by the Board of Examiners in the matter of a Declaration of Superior Merit should be required to file written reports similar to those filed by the Principal. Teachers must be notified both by the Principal and the Supervising officers other than the Principal that these reports are on file.*

A most wise and commendable proposition.

9 *It should not be granted to a teacher unless he is reasonably skillful in presentation and in questioning, that is, unless he has shown in the recitation*

a *That he has a clearly defined purpose*

b *That his assignments of lessons are definite, clear and reasonably detailed*

c *That his questions are direct and purposeful*

d *That his pupils' answers meet his questions*

e *That his work is distributed over a proportion of the class commensurate with the type of work being done*

f *That his classroom organization is such as to engage the attention of practically all of the pupils all of the time*

This analysis of the technique of teaching is incomplete. Certainly the applicant should be skillful in all these respects, but are there not other qualities that are even more important?

Does the teacher inspire the pupils with a love of the subject?



Does he help them to understand the world in which they live?

Does he endow them with the vision of the future?

Does he arouse thought and—criticism?

Do the pupils become thinking, reacting human beings, alive to the life around them, ready to meet new problems with the freshness of youth and the wisdom of the ages?

There is no doubt that standards are necessary, that it is extremely important for us to keep in mind what the good teacher is. The value of introspection for specific qualities is not to be overestimated. However, when it becomes necessary for one fallible human being to judge another fallible human being in the light of these qualities, only two results are possible. Either the details must be multiplied until life is divided and re-divided beyond recognition, or the principles laid down must be like the four of President Wilson which von Hertling approved. They are so abstract and vague that two such polar bodies as the leader of democracy and the leader of autocracy can agree. The application is another matter. For Wilson we know that it means righteousness and justice and for von Hertling evil domination and trickery. If these are the only alternatives, then the answer is that the machinery of superior merit should long ago have been abolished.

If the supervisor is a leader, a constructive statesman, an educator, an honest man, a humanitarian, a man with vision, the kind of man whom an enlightened board of superintendents or board of education will select, the question of superior merit will not arise; it will simply be a matter of fitness or unfitness. Professional pride, love of teaching and love of children will do the rest.

## The School of the Future

In December, 1917, I visited the public schools of New York and saw classes of fifty children sitting like little statues with their eyes glued to an animated phonograph.

A careful observation of the teachers led me to conclude that their methods were based on the assumption that all the children in the school had the same nature and were similar in ability, home environment and desire for education. Consequently, all the children had

the same ideas forced upon them in the same way and all of them dutifully tried to fit themselves into the mold the teachers were making. Those who did not succeed in doing sixty per cent of the things required in all but two major subjects, were forced to repeat the term's work. What an educational and economic waste! Those who survived this factory process would at the end of eight years, take up life's burden and be disillusioned while the others continued their educational lockstep until their brains were rendered completely somnolent. After four more years of the dull, deadly uniformity, they were sent forth into the world—ostensibly to conquer, but in reality to find that they were fit for nothing but for marking time. Gone their initiative, their individuality and critical faculty. Asleep the brain capable of meeting and surmounting difficulties! Gone the desire of intellectual achievement and social service! But one idea dominates them—to hold their JOBS!

What a contrast these schools and children presented to those of Unionville! In Unionville the children entered the observation class (kindergarten) where they played games that developed their muscular control, tested their mental equipment, and brought out the traits then predominant. Their aptitudes, intellectual and physical equipment, and their home environment were recorded at the end of six months. The children were then sent to special schools (no sex distinctions being made) where their abilities would have the best possible chance to develop under the guidance of specially trained teachers and psychologists. Each class was under the instruction of two teachers: one taught while the other aided the temporarily backward or puzzled and noted particularly the peculiarities of the child so that a proper reclassification could be made if changing physical and mental conditions required it.

Children were promoted by subject every three months. If certain children were unable to grasp certain subjects but were especially proficient in others, they were sent to specialization schools where they specialized. This was not difficult, from the administrative view because the state furnished the food and fare as well as the material. The most interesting of the specialization schools was the Inventors' Clinic. All boys who were interested in working out ideas of their own were permitted to attend these schools after their regular work had been completed. They were aided by trained inventors. If they succeeded in working out their ideas, they became regular full time pupils in the Inventors' Clinic where they worked not only



upon their own ideas or those furnished them by their inventor guides, but upon cooperative inventions for the benefit of the state.

The schools of Unionville are based on the assumption that there are no misfit children but misfit schools. While the New York schools fit the child to go to the school the Unionville schools fit the child both to the school and the school to the child. Instruction and method are based upon the type of pupil and not upon a mythical average child. The unit is not the system, not even the school, but the child. Individuality, initiative, courage and mental power are sought instead of uniformity, docility, and subservience. The schools are humming beehives of little demi-gods striving to make the most of their powers and each teacher is a guide and experimenter and not a martinet or foreman, turning out his product. They graduate mechanics, agriculturists, poets, physicians, teachers, inventors, musicians, etc, imbued with the ideals of social service, ready to devote their talent to the service of the state in order to improve the conditions of their fellow workers and to enlarge their intellectual horizon. To give to society all they can, to take but what they need, is the sole ambition of its graduates.

When I told one of the New York City teachers about our school system she was amazed! Her woe-begone expression quickly vanished and a heavenly smile illumined her face. How she did hurl question after question at me. Was it really true that we had no principals, no annual ratings, no weekly monologs called conferences, no board of superintendents and no promotion licenses! Not the glorious possibilities of our system interested this oppressed and harassed soul, but the possibilities of being relieved from everlasting oppression. Oh, education, what crimes are committed in thy name! L A

## Salary Schedules

Prepared by the Teachers' Union of the City of New York

(as the basis for a proposed bill)

**Elementary Schools—All Teachers—Initial Salary, \$1,000. Maximum, \$2,500. In ten annual increments. This includes teachers of Kindergarten—6B (now \$800—\$1,500); of Tubercular, Blind, Anemic and Crippled (now \$820—\$1,600); of Deaf (now \$850—\$1,850); of Cooking (now \$860—\$1,820); of Ungraded Classes (now \$860—\$1,920); of Promotion License (now \$860—\$1,800); of Music, Physical Training, Drawing, Sewing (now \$880—**

**\$1,920); of Truant Schools (now \$900—\$1,800); of License No. 1 (now \$900—\$2,160); of Shop Work (now \$1,000—\$2,100); Head Teacher (now \$1,060—\$2,260); of French, German, Spanish, Italian (now \$1,100—\$1,500); Visiting Teachers (now \$1,000—\$1,300); of Seventh and Eighth Years and Graduating Classes (now \$1,500—\$2,400).**

**High Schools—All Teachers (except first assistant teachers in the high schools)—Initial Salary, \$1,200. Maximum, \$2,800. In ten annual increments. This includes Assistant Teachers, High Schools (now \$900—\$2,650); Critic and Model Teachers (now \$1,050—\$2,050); Assistant Teachers, Training School (now \$1,009—\$2,750). The proposed schedule for first assistant teachers in the high schools provides, as under existing rules requiring at least five years' experience as assistant teacher, for an initial salary of \$2,200 and a maximum of \$3,300 in five annual increments (now \$1,680—\$3,150, with annual increments of \$210).**

**Clerks, Assistants, Etc. Initial salary, \$900. Maximum, \$1,800. In six annual increments. This includes Clerical Assistant, High Schools (now \$900—\$1,400); Library Assistant, High Schools (now \$900—\$1,400); Laboratory Assistant (now \$900—\$1,400); Clerks, Elementary School (now \$3.50 and \$4.00 a day); Trade and Vocational Teachers (women) (now from \$2.50 to \$5.00 a day).**

**Substitutes—Elementary Schools, \$5. High Schools, \$6 a day. Clerks and Laboratory Assistants, \$5 a day.**

For some classifications of teachers the proposed maximum schedules will represent a large increase over the present maximum. If salaries were to be raised suddenly from the old limits, directly up to the new proposed limits, the initial rise in the salary budget would undoubtedly be large. To obviate this, the proposed bill will contain a provision like the following:

**A—A teacher who has reached the maximum salary under existing schedules, shall receive increments of \$200 per year, until the maximum salary under this bill is reached.**

The bill will also provide—

**B—Every teacher now in the service shall receive such increase as shall bring salary up to nearest higher salary in these new schedules, and thenceforward, the new increments.**

**C—The probationary period for all positions shall be one year, instead of three years, as at present.**

**D—That clerks, vocational and trade teachers who are now retained on a per diem basis, be put upon an annual salary, with tenure of office.**

## WHAT THEY SAY

*To the Editors, THE AMERICAN TEACHER:*

I have just read in the January issue of *THE AMERICAN TEACHER* the editorial entitled "Professional" with reference to my suggestion that teachers' service should be subject to periodical approval by some "competent and independent body."

In making this suggestion, I had no definite plan in view. My object was merely to call attention to the fact that formal trial on charges is not an effective or practical method of dealing with the evil of incompetent and undesirable teachers and that the interest of the teaching staff as well as the interest of the schools would be greatly promoted if permanent tenure was conditional upon satisfactory service.

If this suggestion were to be adopted, however, I should certainly advocate that the "competent and independent body" charged with approval of service should include representation of the teaching staff. I fully realize that we cannot expect to raise professional standards and character of service in the schools without mutual confidence and effective cooperation of the supervising and teaching staffs.

WILLIAM G WILLCOX

*Former President of the New York Board of Education.*

*To the Editors, THE AMERICAN TEACHER:*

It is with diffidence that I enter upon a few suggestions and criticisms in regard to the editorial policy of *THE AMERICAN TEACHER*, but I am sure that my views are at least sincere and disinterested, as well as embodying thoughts suggested by actual remarks made by many members of the teaching force in my presence. In general, the policy of our magazine is too philosophical, too revolutionary, too idealistic, to have a very wide appeal. Of what avail is it to argue for a vague "democracy in education" to a group of people who are primarily interested in their personal problems, and who, often enough, have no conception of what is meant by such a term? The result of such a policy is to be seen in the pitiful handful of members who comprise the Teachers Union at present. It is my belief that we must "hit the teachers where they live"; first of all, get them interested in the union idea, teach them its concrete value to themselves, then aspire to elevate the standards of teaching and of educational procedure when we have an attentive, numerous and sympathetic audience.

To be precise, I would confine our effort at present to the urging of the purely selfish advantages of organization—better wages,

more secure tenure, shorter hours, increased respectability in the general public's estimation, etc. This may be regarded as a materialistic point of view, but, after all, self-preservation is the first law of nature. Often I have heard the remark, "There are many women teachers who will pay fifty dollars for a dress, but will not give five dollars a year to belong to the union." The fact must be faced that many girls take up teaching, not because of an excess of idealism, but because they must earn a living until they marry, if they are fortunate enough to find the right man. In finding that man, the dress may be of much greater help than the union membership.

Such a point of view is not uncommon; it must be faced and given due consideration. Personally, I think there is much to be said for it, yet I feel that we can still present to such a girl a strong argument for union membership. The man may not come; if he does come, it will not hurt any to be earning, and to have earned, a respectable salary; it will help to have conserved one's youth and looks by having worked a reasonable number of hours per day, by having felt somewhat independent and self-respecting, by having had a sense of fellowship in an organization of power and influence. After all, the union membership, if the union had the position of real influence which numbers would give it, might be worth more than the dress, for it would ensure a better dress, and many other desirable things in the bargain.

It is obvious that arguments along the same line could be made to all members, male or female, of the teaching staff. As for the idealists, I am sure that they will credit almost every teacher in the system with a very real and genuine desire to do as much for the welfare and development of the children under his care as possible, but they must realize that a teacher's personal worries are the greatest single source of inefficiency there is, and that the selfish and unselfish desires would be allies; to satisfy one inevitably tends to satisfy the other. No unhappy, worried teacher is a good teacher; one cannot inspire others unless one has confidence in oneself and a feeling that life is worth while. Later, when the great fundamentals are secured, the whole question of course of study, standards of fitness, methods of administration, could unquestionably be solved better with the cooperation of a satisfied, self-respecting, independent body of teachers, strong enough to demand a real hearing, than any attempt at solution promised by the present chaotic, disorganized state of the teaching profession.

LAPIDUS

## READINGS

### Training for Citizenship

*Universal Training for Citizenship and Public Service*, by WILLIAM H ALLEN. New York, The Macmillan Co. \$1.50.

WHILE the energies of the nation are engaged in planning for war, William H Allen makes an appeal for planning for after-the-war. Not in preparation for the next war, for the author does not believe that wars are necessary for progress. This planning is to be for the great work of living. We have already suffered sufficiently because of our failure to prepare for the work of living. Economically, socially and educationally, we suffer because of our blind refusal to solve our every day problems rationally. The enormous waste that results from this unpreparedness is evident in our misuse of our resources, our mismanagement of industry, our confusion in government. We must learn to think straight, to see straight, and build wisely, not only in time of war but for all time.

Proper training for citizenship and public service must become the main effort of the nation. The training for citizenship, however, must be for all, unlike our elementary school education which sixty per cent of our children do not complete. This training is not to be derived from studying books, but by observation, by studying at first hand the various activities of the community, its methods of fire prevention, care of streets, markets, etc. Dr Allen warns us that we must not stop with the children; this training must extend to every adult in the community.

Not only must we train for citizenship; we must also train for public service. Society must discover and encourage the capacities latent in all its citizenship, and put them to effective social use. He lays great stress on the part the schools and the teachers should play in the community, for teaching is our great national asset. Teaching he does not consider to be confined to the class room. Every industry is a training school. The teaching of the physician and the dentist may often be more important than their "practising." One of the most important duties of the community is to improve the status of those who devote their entire career to the work of teaching, not only for the sake of the teachers, but rather for our national well-being.

There are several unusual features in this book. The author seriously outlines ways whereby elected officials without any preparation for the work they are to perform may make themselves fit to render efficient service. He shows the extent to which officials are actually doing this. He holds that society should train the unusually gifted; but those possessing unusual ability should use their capacity to further public interests, for they owe their gifts in great measure to society. And he is old-fashioned enough to believe that blind patriotism is not the greatest duty of a citizen in war time. "We must do our own thinking, and do it straight. We have no right to anemic, vicarious, dependent, crooked thinking about patriotism."

America after the war is to be a different America. "By understanding the ease with which we are raising billions for war purposes we can after-the-war find it easy enough to raise other billions for equalizing opportunity thru better schools, better housing, better health, better labor conditions, and better control of distribution and recreation."

Aside from a few slight defects, such as undue emphasis on the teaching of "getting ahead," and a style which is reminiscent of the press agent at times, the book is an interesting and stimulating one. B G

### Exceptional Children

*The Exceptional Child*, by MAXIMILIAN P E GROSZMANN. New York, Scribners.

*Problems of Subnormality*, by J E WALLIN. Yonkers, World Book Company.

FROM the point of view of the classroom teacher there has been up to this time no satisfactory book dealing with children deviating from the normal. Each has been written by a specialist, a doctor, a teacher, a psychologist, or a social worker. Thus it has been both too technical and too narrow in scope. Many of the misunderstandings and disagreements among those interested in this particular phase of education have been the product of too close application to one particular field of study. What has been needed has been more breadth and more vision. Whatever defects Dr Groszmann's book may exhibit it certainly deserves high praise for its broad treatment of the question, for the realization of the fact that the study of the exceptional child is the study of education itself, and that education is concerned with every mental, moral, physical and social force in the environment. It is a readable and a human book with many enlightening quotations



and numerous concrete illustrations. No teacher who is struggling along with "pupils who never *will* learn," "incorrigibly bad boys," or "queer cases," should feel that she has exhausted the possibilities for herself or the children until she has made some excursion into the study of what science has done for the exceptional child. This book covers the whole field and gives a very helpful bibliography for the further pursuance of special phases.

In Part I, *The Problem of the Individual Child*, a survey is made of the various types to be encountered, including potentially normal children, exceptionally bright children, cases of psychopathic disorders and psychopathic constitutions, the feeble-minded group, juvenile delinquency, and sexual perversion and prostitution. In Part II the whole problem of clinical research and diagnosis is handled, along with criticism of the Binet tests and an exposition of the author's complete tests, including physical, educational and psychological criteria. In Part III the problems of prevention, adjustment and organization are dealt with. These include legal provisions, eugenic considerations, home life, school problems, the kindergarten period, schools and institutions, and the training of teachers. Finally, there is a medical symposium by twenty-five doctors.

Despite the strides that have been made in the treatment of the exceptional child, there are many schools in which there is none but the good pupil and the bad pupil, the pupil who learns and the one who doesn't. They are still in the dark ages of education. It is to principal and teachers of this type of institution that this book is especially recommended.

By way of contrast Dr Wallin's volume is an intensive study for the special student of subnormal children and for those who are organizing constructive programs for their care and education. The three problems of Dr Groszmann are again handled in this book, but in a much more scientific, logical, and convincing way. The book opens with a history of the whole movement, is followed by a resumé of many recent studies of social or educational deviates, then these are checked up by Dr Wallin's own studies. There follow the author's principles derived from his study and experience, all of which are being applied in the St Louis schools, where he is Director of the Psycho-Educational Clinic of the Board of Education. It is in the matter of providing differentiated educational treatment in accordance with the diagnosis for different types or classes and in that of or-

ganizing adequate systems of after-care, after-guidance, and control that the book masses large as a distinct contribution to the literature of the subject. The close relation of the scientist to the administration is a highly commendable feature and is bound to be productive of results.

Too often the conception of democracy in education is likely to be that of a clamoring group of well-intentioned citizen teachers all eager for the betterment of mankind but having no more attainable goal in view than a utopian ideal. The desire, the hope, the urge are all-important but will work out in no more than futility and chaos if science is not brought to bear upon the practical accomplishment. The psychologist, the doctor, the sociologist, the expert teacher must be the engineering staff that guides the administration. It must be only thru facts, patiently and painstakingly wrenched from the mysteries of life, that dreams and visions can be made to come true.

F J K

## The American Labor Year Book 1917-18

*The American Labor Year Book, 1917-18.* New York, Rand School of Social Science. Cloth, \$1.50; paper, 60 cents.

It is difficult to imagine a book more useful at the present time when accurate thinking in social and economic matters is so essential, than the *American Labor Year Book*. First issued in 1916, this Year Book has won a permanent place in our economic literature. The teacher who is anxious to keep in touch with the many changing currents in modern society will find this volume of inestimable help. There is hardly a topic about which one would want up-to-date information that is not found treated in it, be it the Socialist movement in any of the nations of the world or the Mooney case, or the status of industrial education in the United States. The contributors are men and women known as authorities in their respective fields, such as W E B Du Bois, John B Andrews, Evans Clark, Alice Henry, Morris Hillquit, Owen R Lovejoy, Basil Manley, Lajpat Rai, Philip Snowden, Helen L Sumner, etc. A great deal of the merit of the book is due to the careful and intelligent work of the editor, Alexander Trachtenberg, and his assistants.

There are six divisions: Part 1, Labor and the War; Part 2, Labor Movement in the United States; Part 3, Labor and the Law;



Part 4, Social and Economic Conditions; Part 5, International Socialist, Labor and Cooperative Movements; Part 6, The Socialist Movement in the United States.

In each section there is a full and authoritative treatment of the many related topics.

Some of the topics treated in the first section are the labor laws recently enacted; the suspension of laws for the protection of women and children; the participation of Labor in the government of England; women in British industry; the growth of government ownership during the war, and because of the war. The last is one of the outstanding developments of the World War. The author of this section, Dr Laidler, considers the change in the status of the employee under government ownership; it is not by any means always for the better.

The almost complete absence of unionism in many of our basic industries—steel, meat, textiles, tobacco, paper, etc., is the most interesting feature of the section on the Labor Movement. This may be a surprise to most readers. Needless to say the conditions of labor in these industries are extremely bad. Every effort made to organize these workers has hitherto been stoutly and effectively opposed by our industrial autocrats. There is also a concise account of the most recent disturbances in our industrial life, including the famous Bisbee deportation and the Mooney case. A history of the American Federation of Labor and the important International Unions affiliated with it closes the section.

Part three, Labor and the Law, furnishes the reader with a summary of recent legislation of interest to Labor; namely, the minimum wage, hours of labor, social insurance, safety and health laws, unemployment, workmen's insurance, judicial decisions affecting labor, arbitration legislation, anti-strike laws, mothers' pensions, etc.

The chapter on Social and Economic conditions covers a variety of subjects, including studies of the cost of living, wage statistics, infant mortality, occupational diseases, the negro problem, the land question, the despoiling of our national domain, irrigation, rural credits, the Non-Partisan League, the apprenticeship question, industrial education, vocational guidance, and the suffrage and the prohibition movements.

In these days, when Socialism is playing so important a part on the world stage, chapters five and six containing a history of the Socialist movements in practically every nation of the world, will prove to be particularly useful to the modern teacher.

B G

## Our Colleges

*The Undergraduate and His College*, by FREDERICK P. KEPPEL. Boston, Houghton Mifflin Company. \$1.60.

DESPITE the fact that the primary purpose of institutions of learning has been to transmit to the young certain sections of knowledge that contribute to the welfare of the race, nothing has been more patent than the fact that the mark of the college man is not the information that he has at hand, but is rather the obvious resultant of the environmental forces that have played upon him for four of his most impressionable years. It is these forces, as seen from his position of vantage, that Dean Keppel analyzes and criticizes. He sets forth the various types of institution, their machinery of organization, problems of administration and—little or nothing of methods of teaching. He pictures the raw material from all walks of life, and sees the finished product after it has been played upon by students' activities, athletics, and his religious, moral and intellectual life.

" . . . We must admit a tendency toward the conservatism that is born of isolation." Thruout the book one gets the impression that Dean Keppel wishes in his heart that he could break thru the crust of convention, that he would lead a scholastic revolution, but that his official position forbids. This is evident in his writing of trustees, of teachers, and of the intellectual life of students. "Trustees . . . are usually selected because they are successful men. . . . Generally speaking, successful men are conservative. Why should they not be? The existing order has worked well for them." " . . . The real point is whether the college is to have a faculty free to follow the truth wherever they see it, or whether, in order to be sure of their jobs, they will look in only certain safe directions." " . . . An Englishman . . . recently pointed out in Parliament the profound truth that an anxious and depressed teacher is bad; that a bitter teacher is a social danger." "So far as the college is concerned, I should not be worried if every boy were to graduate a standpatter, if only his views were based on study and on a personal contact with both sides of the question, and were not gained thru social imitation or intellectual isolation." So say we all of us, but we should like to know what the Dean would say of recent happenings in his own university, whether his boys will be likely to come into contact with both sides of every question since Professors Beard, Cattell, Dana, Mussey and Stowell are gone.

We wish that somebody of Dean Keppel's wide college experience, but of no official connection with any institution, would write a book on the colleges. Then we should know to whom to recommend the volume. As it is, the college man knows practically all that the Dean tells us. If there were more personal experience we should read it for pleasure. Those who would be highly benefited are the prospective student and his parents. For these there is little or no value because of reticence concerning specific matters. Many of us look back upon our educational careers with the feeling that if we had only been put in full possession of the facts we should have laid out different courses for ourselves. In more senses than one does the tragedy of education lie in its social imitativeness and lack of study of both sides of the question.

F J K

## Roster of Local Unions

AMERICAN FEDERATION OF TEACHERS, WITH  
NAMES OF SECRETARIES

No.

- 2 Chicago Federation of Men Teachers,  
C C Willard, 7216 Cornell Ave, Chicago,  
Ill
- 3 Chicago Federation of Women High  
School Teachers, Jennie E Nelson, 6129  
N Hermitage Ave, Chicago, Ill
- 4 Gary Teachers Federation, Mr E B Car-  
lile, 1325 Ellsworth St, Gary, Ind
- 5 Teachers Union of the City of New York,  
J Edward Mayman, 70 Fifth Ave, New  
York, N Y
- 7 School Teachers Association of Scranton,  
Pa, Margaret Padden, 210 Madison  
Ave, Scranton, Pa
- 8 High School Teachers Union of Wash-  
ington, D C, Maude C Gunther, 1827 I  
Street, NW, Washington, D C
- 9 Armstrong-Dunbar High School Teach-  
ers Association of Washington, D C,  
Samuel E Compton, Dunbar High School,  
Washington, D C
- 10 Manual Training Teachers Association  
of Washington, D C, H Phillips, 16 Bry-  
ant St, NW, Washington, D C
- 11 Punxsutawney Teachers Federation, O  
C Williams, Perry St, Punxsutawney, Pa
- 12 Teachers Federation of Hamilton Co,  
Tenn, W J Ziegler, 307 Hanover st, North  
Chattanooga, Tenn
- 13 Bi-County Federation of Teachers, Fay-  
ette and Westmorland Counties, Joseph  
Meiley, 505 E Green St, Connellsville, Pa
- 14 Jasonville Teachers Union, Zella Craig,

221 S Washington St, Jasonville, Ind

15 Schenectady Teachers Federation, Paul  
A Fritzsche, 7 Park Place, Schenectady,  
N Y16 Grade School Teachers Union of Wash-  
ington, D C, Elizabeth Hayden, The  
Olympia, Washington, D C

### WHAT IS EDUCATION?

A man is educated only in so far as he is able to relate his knowledge and acquirements to the business of human living here and now.

Learning is not education. A man may possess a vast amount of learning and yet be a fool. Mere information is not education. To know how to make the right use of information is the only education. The encyclopedia is packed with all the scientific and literary facts of the world but it cannot use one of them.

There is a great deal more learning than education in the world. Our schools and colleges are for the most part well called, "Institutions of Learning." That they are, but of education, I am sorry to say—not.

To yoke up learning with life must be the great educational work of the future.—Bruce Calvert, in The Open Road.

## GREYLOCK

**D**URING the past summer seventy-five boys spent two full-breezed months at Camp Greylock, in the Heart of the Berkshires. There under the direction of Dr. Gabriel R. Mason the youngsters played in the fields, swam in the lake, hiked over the hills, worked on the farm, studied in the outdoor classrooms, and camped out under the stars. In these ways they found health, culture and the joy of living.

Prospectus on Request

**Gabriel R. Mason, Ph.D.**

Principal, Public Schools, New York City  
1107 Forest Ave., New York City

# A THING OR TWO

What is better calculated to breed irreverence and cynicism than the necessity to work under the direction of men for whose intelligence you can have no respect, and in whose sincerity you can have no confidence?

Speaking of inculcations, would it be out of place, in a Democracy, to inculcate instinctive resistance to abuse of power?

*The world is so full of a number of things,  
I'm sure we shall soon have no more room  
for kings.*

Buy a War Savings Stamp and a Union Stamp. Both will help to make the world safe for democracy.

Dr Mary C Bradford, in a clarion call to the teachers said: "Soldiers of the common good. Rebuilders of civilization! Moulders of the Destiny of the world! Your great task is ready. Assume it!" Great God! How can they? How can they assume leadership in a world dominated by industry and world forces—to both of which they have been oblivious?

You white-collar professionals and intellectuals who pride yourselves upon your superior knowledge, just reflect upon the far-reaching report of the British Labor Party on reconstruction after the war. Could you, with all your superior knowledge, duplicate that report? But you see they are mere organized workers, mere wage slaves who would scorn to work for a teacher's wage!

It was easy for our super-patriots to accuse our teachers of wholesale disloyalty. Did they ever prove it? But why ask such omniscient gentlemen as Messrs Hornaday, Moffett and Whalen for proof? Did they not admit it? Did not the intelligent teachers vigorously applaud them. Only a few courageous souls had the courage of their convictions and enough professional pride to stand by their calling and to resent such wild

and unjustifiable attacks upon the nation's most faithful workers.

Sherman said that war is hell. Was he ever in want? Did he have to live up to a professional standard on a street cleaner's wage? What did he know of hell? Ask teacher—She knows!

*While 70% of the people of this country are barely earning enough to keep body and soul together, 2% are wallowing in wealth. Why? Ask teacher—She doesn't know and the tragedy is that she doesn't care to know. She's a Professional!*

The *Carpenters' Journal* says: "The exigencies of wartime make it incumbent that wages should at least approximate the sharp rise in living expenses." For carpenters, Yes; but not for teachers, who are professionals. They can afford to live on their surplus superiority or complacency.

Guilt? Guilt? We do not have to prove your guilt. To be accused is guilt enough. Have we not cast suspicion upon you? That condemns you in the minds of all decent men.

## The Parasite

He who takes advantage of the labor of others is a parasite.

Are you helping your co-workers in the salary fight? If not, you're a parasite.

Are you aiding to establish democracy in the schools? If not, you're a parasite.

Are you permitting superintendents to inaugurate great and vital educational changes without your being consulted? If you are, you're a parasite.

Are you helping to humanize your superiors? If not, you're a parasite.

Are you aiding the cause of the children who are suffering from undernourishment? If not, you are a parasite.

Are you interested in securing economic justice for the worker? If not, you are a parasite.

Don't be a parasite—fight.



## NO SEPARATE PEACE

**P**RESIDENT WILSON is right.

There can be no general peace by means of private arrangements between individual powers. The time is past when a democratic scheme of inter-relations can conceivably rest on what this one and that one agree upon in a corner. It is essential to the welfare of all concerned that the problems affecting all shall be dealt with in a spirit of unselfish and unbiased justice, with a view to the wishes and to the reasonable aspirations and security and peace of mind of the peoples involved. Unless our relations are openly and frankly dealt with in this manner no permanent, no democratic peace will have been attained.

Too long has it been customary for principals to make private arrangements with teachers concerning the distribution of the school's load, concerning the distribution of such privileges and prerogatives as still lie within their discretion. Too frequently have men and women been obliged to sacrifice their self-respect as well as the general welfare, by appearing hat in hand at the door of higher powers, seeking to negotiate separate treaties of favoritism and advantage.

In a democracy we can no longer continue to conduct the affairs of our public schools along the lines of the discredited secret diplomacy. Whatever a superintendent has to say to a candidate for promotion should be said equally to all candidates. No secret arrangements can be permitted to debauch the individuals or to demoralize the service. No bargaining can ever lead to a healthy growth of the educational system.

Henceforth we must have open dealings and no separate peace.

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